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ABSTRACT

For most students, the intermediate years offer the last opportunity to prevent continued failure in reading and writing. These years are a critical bridge to the middle grades where the tendency is to be less personalized and focused on individual needs. This book provides teachers, administrators, and staff developers with the best research-based practice on the literacy learning and teaching of low-achieving intermediate students. The book explores the factors that contribute to success and failure in literacy and provides systematic approaches for helping students who are most at risk. It includes: effective teaching practices for all of the key aspects of literacy instruction that can be realistically implemented in the context of a busy classroom; recommendations for motivating low-achieving students; suggestions for working with English English-as-a-Second-Language learners; strategies for small-group instruction, word study, reading comprehension, and writing; clear descriptions and numerous vignettes that illustrate teaching practices in action; an emphasis on differentiated instruction and ideas for integrating interventions with regular classroom instruction for struggling students; and ways to help students perform better on standardized tests. The extensive Strategy Bank provides over 20 step-by-step practices, each with three sections: What It Does, How to Do It, and What to Look For. Resources include extensive lists of children's books and sources of books, organized by purpose. Contains approximately 210 references. (NKA)

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